



## HAMILTON SOUTHEASTERN SCHOOLS

### School Improvement Plan 2020

**School Name:** Fishers Junior High School

**School Address:** 13257 Cumberland Road

Fishers, IN 46038

**School Telephone Number:** 317-594-4150

**School Fax Number:** 317-594-4159

**School DOE Number:** 2476

**Corporation DOE Number:** 3005

**Principal:** Crystal Thorpe

**Superintendent:** Dr. Allen Bourff

**President, Board of School Trustees:**  
Michelle Fullhart

**President of HSETA:** Janet Chandler

## COMMITTEE MEMBERSHIP

### Name

### Representing Group

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Tige Butts

Assistant Principal

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Tony Sturgeon

English Teacher/Department Chairperson

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Robin Kearns

Math Teacher/Department Chairperson

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Kim Beaulieu

Special Education Teacher

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Steve Heiniger

Social Studies Teacher/Department  
Chairperson

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Amy Riebe

PTO President & Parent

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Jennifer Dack

PTO Parent

### School and Community Profile

Geographically, Hamilton Southeastern Schools consist of three townships that are located in the southeastern corner of Hamilton County: Delaware, Fall Creek, and Wayne. Fishers Junior High School is one of four 7-8 grade junior high schools and two 5-8 grade schools in the district.

The city is very proud of its municipal complex which includes a city hall, library, fire department, and police department. Residents of the town live in primarily four types of housing. The oldest part of the city consists of small bungalow-type homes. Apartment and condominium complexes are located within the city limits. The majority of the residents live in suburban single-family housing complexes.

There are many recreational and cultural activities available to the residents of the Hamilton Southeastern School Community. Conner Prairie is an outstanding resource for the community residents as not only an outdoor living history museum, but also as the summer home for the Indianapolis Symphony Orchestra. Conner Prairie also provides many other events which include balloon races, day camps, Christmas dinners, and the Legend of Sleepy Hollow Headless Horseman program, and Follow the North Star, a simulated slavery experience. The Ruoff Home Mortgage Music Center, which is open during all but the winter months provides a variety of concert opportunities. The Fishers S.P.A.R.K. Festival includes a parade, food, entertainment, crafts, and fireworks. The Nickel Plate Arts District provides cultural events. In addition, the proximity of the school community to Indianapolis provides all the recreational and cultural opportunities of a large city.

Parks are scattered throughout the district with athletic fields, hiking trails, tennis, playground, and picnic facilities. The newest park is Billericay Park, named after Fishers' Sister City in England. Geist Marina gives residents access to a variety of water sports on Geist Reservoir. Golf courses abound throughout all three townships. Hamilton Town Center is an outdoor shopping area with restaurants and a movie theater.

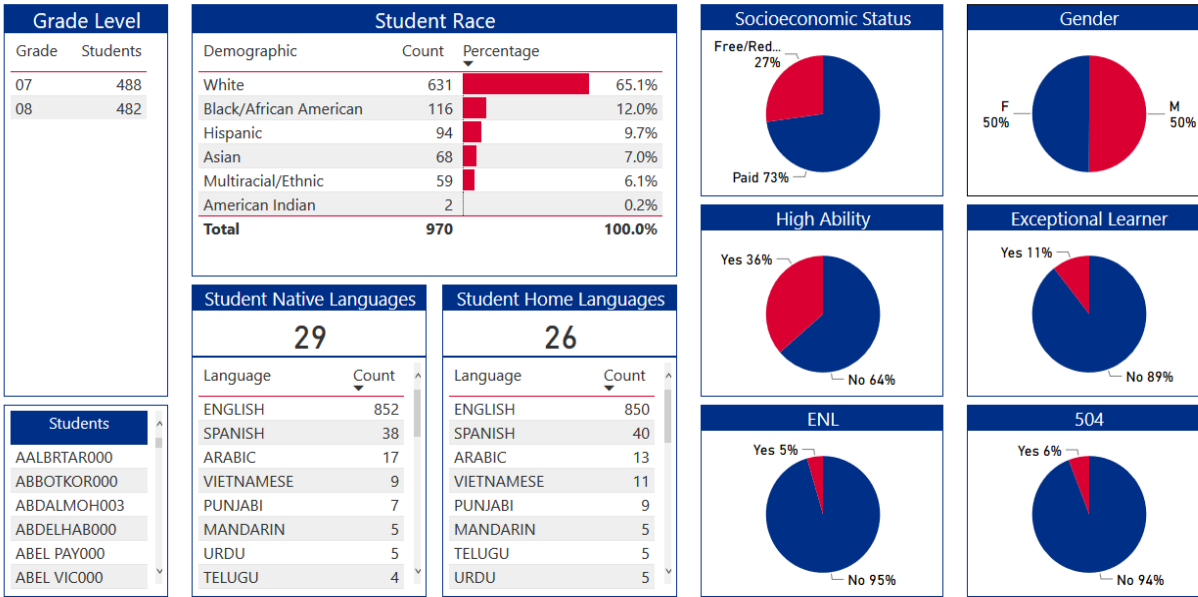
The Hamilton Southeastern Schools were created in 1968. The elected Hamilton Southeastern School Board consists of two representatives from each of the three townships plus one at-large member. Prior to consolidation in 1968, students attended elementary schools in Fishers, Fall Creek Township and Durbin. Fishers Elementary students attended Fishers High School. Fall Creek students had the option on attending either Fishers High School or Fortville High School. Durbin Elementary students had the option of attending Noblesville, Fishers, or Lapel High Schools. For many years after the consolidation, students from the three elementary schools attended Hamilton Southeastern Jr. Sr. High School which was a 7-12 building.

In 1976 Hamilton Southeastern Middle School opened as a 6-8 building. In the fall of 1993, the entire 6-8-student body moved into the current Hamilton Southeastern Junior High School building. The following year the sixth-grade students moved into a 5-6 building (the former Hamilton Southeastern Middle School), leaving grades 7-8 in the junior high facility. In the fall of 1999, half of the 7-8 students and faculty moved into a remodeled building (the former Hamilton Southeastern Middle School) that became the new Fishers Jr. High School.

There are currently twelve K-4 schools in the district: Brooks School, Fishers, Fall Creek, Durbin, Cumberland Road, New Britton, Lantern Road, Harrison Parkway, Geist, Hoosier Road, and Sand Creek, and Thorpe Creek. There are three intermediate schools: Sand Creek, Fall Creek, and Riverside. There is one 5-8 school, Hamilton Southeastern Intermediate/Junior High, and three junior highs - Fishers Junior High School, Riverside Junior High School and Fall Creek Junior High. We have two high schools – Fishers and Hamilton Southeastern. Our students feed into both schools. We have two alternative schools – Focus for exceptional learners and Hamilton Southeastern Alternative School for credit recovery.

The Fishers Community has experienced a tremendous growth in population and business/commerce. Fishers has been named several times as one of the top ten places to live in the country, with the success of the schools being cited as one of the main reasons why. The Fishers' community voted for it to become a city in January 2015.

### **School Profile for Fishers Junior High School - 2018 Data**

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### Demographic Breakdown

	Fishers Junior High School	HSE District
White	65.1% (-7.5)	72.6%
African American	12% (+4.3)	7.7%
Hispanic	9.7% (+2.6)	7.1%
Asian	7% (+.1)	6.9%
Multiracial	6.1% (-.3)	6.4%
Free/Reduced Lunch	27% (+11.2)	15.8%
Exceptional Learner	11% (+1.4)	9.6%
ENL	5% (+1.1)	3.9%

The Fishers Junior High School faculty consists of 60 full-time junior high teachers, 1 part-time staff, a full-time librarian and assistant, three teachers who teach part of the day in the building (from 1 to 5 classes), nine instructional assistants, two receptionists, a guidance secretary, treasurer, and in-school reassignment monitor. FJH has a full-time nurse, two guidance counselors, one assistant principal, one principal, one athletic director, a speech and hearing therapist, and a psychologist. In 2017, a part-time mental health therapist was added. The school also employs a head custodian and Pristine Clean Company, a kitchen manager and 11 kitchen workers. FJH is proud that over the last several years, two teachers from FJH have been named the Hamilton Southeastern Schools Teacher of the Year for the district.

## **Statement of Mission, Vision, and Beliefs**

### **Fishers Junior High School Mission Statement**

Fishers Junior High School, in partnership with the community, is committed to academic excellence and talent development in a safe, supportive environment. It is our mission that every student will possess the academic and social skills necessary to be a responsible citizen and a life-long learner in a rapidly changing, diverse world.

### **Fishers Junior High School Vision Statement**

Excellence for All – No Excuses!

### **We believe that all students deserve:**

Equal opportunities towards effective curriculum and education. We believe all students deserve to have teachers and parents set proper expectations for schoolwork and results. We believe that all students deserve clear and communicated expectations that challenge them but are reasonable for them. We believe that all students deserve peers, teachers, and parents who have high expectations for them and who believe in their academic success and wellbeing. We believe that all students deserve to know that whether at home or school, there are caring, dependable role models to guide them. We believe that all students deserve access to adults who can counsel them as to the best pathway and coursework to achieve their goals, interests, and strengths. We believe that all students deserve help in developing a four-year plan for high school. We believe that all students deserve classroom environments that will allow them to learn the way they learn best; using content, methods, and terminology that they can understand.

We believe that all students deserve qualified, knowledgeable, compassionate teachers who treat everyone fairly with adequate access to materials, tutoring, and individualized instruction. We believe that all students deserve to have a personal, safe, and emotionally secure relationship with adults who understand their individual teaching needs and can empower them with the tools needed. We believe that all students deserve teachers who are passionate about and experts in subject matter, creative ways to learn, and truly want to see students succeed. We believe that all students deserve more choices and electives that help them jump into high school. We believe that all students deserve a learning environment that is both culturally sensitive and that is able to meet and challenge their individual needs. We believe that all students deserve an environment that promotes equality where staff and students are accepting, respectful, and inclusive. We believe that all students deserve to have parents who are plugged in and who provide loving, caring environments that will push them to their greatest potential and toward academic excellence.

### **In our ideal school and community, ideal adult practices include:**

Student and staff live by our core convictions daily. Counselors help students challenge their comfort zone and encourage students to take challenging but practical classes. Counselors encourage them to take courses that they have interest in, are diverse and relevant; courses that students choose rather than being told to take. Counselors will help students choose courses that interest them in conjunction with taking the academic powerhouse courses for balance. Counselors push for STEAM options as well as trade options.

Teachers are enthusiastic and engaging and believe every student has potential and that they should be reminded of this frequently. Teachers help students get excited about schoolwork and encourage them to try their best and do their work. Teachers encourage participation by every student and provide them the opportunity to be a part of a group, to be “plugged in” from start to finish and to seek help when needed. Teachers foster student’s intrinsic motivation to learn and help encourage students to do their best and to “show their knowledge”.

Parents encourage students to stay on task, turn in assignments and come to class prepared with all necessary materials. Parents encourage students to use good time management, track their own progress, and manage their time wisely to balance schoolwork, extracurricular activities and chores. Parents ensure that students are seeking help when needed, developing good study habits and taking the initiative to do what is required for their success – spiritually, mentally, emotionally, physically and academically.

Parents and counselors remind students about getting enough sleep and eating properly as well as about not being afraid to seek help for both emotional and academic needs. Parents and teachers monitor student's personal well-being and help students understand limits with regard to being involved in too many extracurricular activities and how that can affect stress and anxiety.

### **In our ideal school, ideal students choose to:**

Hold high expectations of themselves. Students know the decisions they make today, shape their world tomorrow. Their decisions reflect this forward thinking and self-driven motivation. All students are involved in increasingly rigorous curriculum and academic classes. Students demonstrate ownership and in their own academic planning by meeting with parents, teachers and school counselors to choose the classes that offer them the most advantageous approach to furthering their education, career exploration and academic rigor. Students reveal respect for peers and staff by displaying active listening. When problems emerge, students utilize strong conflict management strategies and openly seek guidance from peers and adults. Students eagerly seek academic help when they are struggling with coursework. Students continuously evaluate their career goals, and frequently engage counselors and advisors about their career and higher education opportunities.

### **In our ideal school, the student achievement levels are at these rates:**

- % of students who pass Math/Language Arts ILEARN and IAM Tests: 100%
- % of students who pass NWEA Math & Reading: 100%
- % of students who pass All Classes: 100%
- % of students who start a Career Exploration Plan Started by 7th Grade: 100%
- % of students who have a 4 Year High School Plan by Eighth Grade: 100%
- % of students who are involved in Extra Curricular Activities: 100%
- % of students who have no referrals in 7th or 8th Grade Year: 100%
- % of students who are able to recognize, bullying and promote positive school climate that eliminates bullying: 100%
- % of students who have social/emotional health data from survey demonstrates positive and growing self-efficacy: 100%
- % of students who Graduate Rate: 100%
- % of students who, at a 5 Year Check In - Students Respond to Post Graduation Paths: 100%

### **Fishers Junior High School Belief Statements**

1. We believe FJH encourages and provides an opportunity for students to take responsibility for their life-long learning.
2. We believe students must actively share in the development of their own education.
3. We believe FJH should prepare students who will shape the future of society, not mirror the shape of society.
4. Because students learn through problem-solving, flexible learning experiences, and the demonstration of skills and knowledge, we believe programs at FJH should provide appropriate activities for continuous development of basic language, quantitative, and research skills.
5. We believe that technology in education is essential in order to allow students to compete in an ever-changing world.
6. We believe that the pursuit of excellence in the process of teaching and learning is essential. To increase the quality of instruction, teaching must be enriched and enhanced through staff development activities.
7. We believe communication, cooperation, and interaction are essential among the students, parents, staff, school board, and community.
8. We believe that a safe and physically comfortable environment promotes student learning.
9. We believe schools are a community resource for activities that enhance the life for all of the community.

10. We believe that our programs should include opportunities for exploratory and enrichment experiences in fine arts, practical arts, additional course offerings, and extracurricular programs.
11. We believe FJH should provide for educational experiences which are appropriate to the developmental changes unique to students at the junior high level.
12. We believe that programs offered at FJH should encourage students to evaluate circumstances and make choices that will lead them toward effective participation in our school, community, country, and the changing world.
13. We believe that the FJH programs are designed to build upon the learning experiences obtained in elementary education to prepare students for successful movement to secondary education.
14. Because students learn in different ways, we believe that programs should be flexible to accommodate maturational and learning style differences.
15. We believe that the programs at FJH should provide students with varied physical education experiences in which both physical fitness and a positive mental attitude are stressed.
16. We believe the environment at FJH should be one in which human relationships are based upon integrity, responsibility, and respect for the rights of others.
17. We believe that the programs at FJH should assist students in gaining an understanding of the democratic way of life, the American system of government, the free enterprise system, and the history of the United States.
18. The staff of FJH must continually assess the effectiveness of its educational programs if continued improvement is to occur.
19. We believe that as the world becomes “smaller” knowledge of world history, geography, cultures, and languages increases a person’s ability to interact effectively.
20. We believe that the ability to communicate effectively is an essential part of each student’s development.
21. We believe that character development is an integral part of a well-rounded education.

The Hamilton Southeastern curriculum is aligned to state standards to ensure that students have the necessary content knowledge, skills, and processes to be successful in preparing for college and careers. Broad themes and concepts have been identified in science and social studies and supported within the reading curriculum as well providing links to language arts and mathematics, which allows for an in-depth study of content. Additionally, Curriculum committees have worked to augment content area maps to assure that students will continue to demonstrate proficiency of the Indiana Academic Standards. Curriculum planning in 2013-14 focused on planning for implementation of the literacy standards for science, social studies, and technical subjects. Copies of the academic standards and curriculum maps are available at the schools, the Administrative Office at 13485 Cumberland Road, and posted electronically on the staff intranet. Copies of the Indiana Academic Standards are available on the Indiana Department of Education's website at <https://learningconnection.doe.in.gov/Standards/About.aspx?art=11> and through the Hamilton Southeastern Schools website at [www.hse.k12.in.us](http://www.hse.k12.in.us).

Hamilton Southeastern Schools provide learning opportunities that challenge students to excel through the following instructional philosophies:

**LITERACY:** Best instructional practices include a comprehensive approach to literacy through the implementation of readers and writers across the curriculum through best practice instruction in nonfiction reading strategies, composition instruction, and vocabulary development. Common Core and Indiana State Standards provide the foundation for the language arts and composition curriculum.

**MATHEMATICS:** The Common Core State Standards provide the learning targets for math instruction. Conceptual understanding is non-negotiable and occurs best through the integration of the content, skills, and mathematical practices defined in the new standards. Students understand, demonstrate, communicate and apply a variety of solutions to rigorous and challenging mathematical problems. Big Ideas Math, an interactive textbook was adopted in 2018.

**SCIENCE:** The Indiana Academic Standards for Science require students to actively engage in answering by inquiry-based instruction by creating their own questions and teacher directed questions about the world around them. Content and process are equally important. Learning activities focus on life, earth, and physical science as well as engineering and technology. In 2018, Discovery Science was adopted as an interactive textbook.

**SOCIAL STUDIES:** Instruction requires in-depth and extended inquiry and problem solving organized around social, political, economic, and historical concepts about the most precedent-setting human events in order to promote understanding of the world around them, how they “fit” into their world, and selected opportunities that promote their participation.

Hamilton Southeastern Schools provides a variety of instructional resources that promote learning and inquiry related to the various content areas.

### **Assessment Instruments**

**ILEARN and IAM** – 2018 new adaptive standardized test from the Indiana Department of Education

**7th Grade:** District/local Common Assessments, second semester final exams, NWEA, and WIDA.

**8th Grade:** District/local Common Assessment, Semester final exams, End of Course Assessments for High School courses, NWEA, and WIDA. New in 2018 – ILEARN and IAM as state test.

#### **ECA, Common Assessments & Final Exams**

End of Course Assessments are administered in Algebra and Honors Biology courses, and all high school-level courses complete final exams in May based upon the high school curriculum maps. Common nine week assessments

are administered in Wellness, math, English, science, World Languages, and social studies classes. Most courses have semester exams with either a portion or all of it being a district-wide common assessment.

**RTI**



Based upon student progress in math and language arts, previous years' ISTEP+ reports, students are placed into tiers for Response to Instruction. Once students achieve grade level success, they are removed from the tier. Remediation takes place in Lab classes, Exceptional Learners classes, ENL Resource classes, math extension block classes, IXL, Khan Academy, NewsELA, Mathalicious, Max Scholar, and B.E.S.T period.

**NWEA**

The NWEA is an adaptive test that provides progress scores as well as national norms. All students are tested three times a year in language arts and math for growth data information to help drive instruction.

**WIDA**

A statewide test given to establish levels of proficiency to ENL students.

## Course offerings for Fishers Junior High School

### Scheduling Options – 8<sup>th</sup>Grade

Without World Language	
<u><b>With Tech Ed Option</b></u> <ol style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Wellness (Full Year)</li> <li>Composition (Sem) / Tech Ed (Sem)</li> <li>Art Survey (Sem) / General Music (Sem)</li> </ol>	<u><b>With Fine Arts Option</b></u> <ol style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Wellness (Full Year)</li> <li>Composition (Sem) / Tech Ed (9 Wks) and Art Survey (9 Wks) <b>OR</b> General Music (9 Wks) (Depending on your fine arts choice)</li> <li>Fine Arts Electives: (Choose One) Band/Choir/Orchestra/Art (Full Year)</li> </ol>
With World Language	
<u><b>With Tech Ed Option</b></u> <ol style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Honors Prep World Language</li> <li>Wellness (Sem) / Tech Ed (Sem)</li> <li>General Music (Sem) / Art Survey (Sem)</li> </ol>	<u><b>With Fine Arts Option</b></u> <ol style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Honors Prep World Language</li> <li>Wellness (Sem) / Tech Ed (9 Wks) and Art Survey (9 Wks) <b>OR</b> General Music (9 Wks) (Depending on your fine arts choice)</li> <li>Fine Arts Elective: (Choose One) Band/Choir/Orchestra/Art (Full Year)</li> </ol>

### Scheduling Options – 7<sup>th</sup>Grade

<u><b>With FACS Option</b></u>	<u><b>With Fine Arts Option</b></u>
<ol style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Wellness (Full Year)</li> <li>Composition (Sem) / FACS (Sem)</li> <li>Art Survey ( 9 Wks) General Music (9 Wks) Business Information Technology (Sem)</li> </ol>	<ol style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Wellness (Full Year)</li> <li>Composition (Sem) / Business Information Technology (Sem)</li> <li>Fine Arts Electives: (Choose One) Band/Choir/Orchestra/Art (Full Year)</li> </ol>

Based upon remediation needs, students are placed in English Lab & Math Block. Students are placed in the Exceptional Learners class if the Individualized Education Plan requires it. ENL students in levels 1-3 are placed in an ENL resource class.

Fishers Junior High School offers Advanced English, Advanced Science, Honors Algebra, Honors Geometry, We the People, Yearbook, Digital Design, Computer Science, Business, and World Languages.

## MATH

Student Group	2019 (9 <sup>th</sup> ) Students tested	2019 (8 <sup>th</sup> ) Current students	# of students tested		# of students tested
All Students	59.9% (-5.9)	65.8%			
Exceptional Learners	14.6% (-1)	15.6%			
Free/Reduced Lunch	38.3% (-9.2)	47.5%			
White	63.6% (-9.8)	73.4%			
African American	38.8% (+7.9)	30.9%			
Hispanic	48.5% (-1.5)	50%			
Multi-racial	47.1% (-.7)	47.8%			
Asian	86.7% (+3.8)	82.9%			
ENL	33.3% (-23)	56.3%			

## Language Arts

Student Group	2019 (9 <sup>th</sup> ) Students tested	2019 (8 <sup>th</sup> ) Current students	# of students tested		# of students tested
All Students	62.2% (+2.1)	60.1%			
Exceptional Learners	6.3% (-13.7)	20%			
Free/Reduced Lunch	40.9% (-2.5)	43.4%			
White	65.2% (+.7)	64.5%			
African American	43.5% (+5.3)	38.2%			
Hispanic	48.5% (+9)	39.5%			
Multi-racial	58.5% (-11.1)	69.6%			
Asian	76.7% (+5.3)	71.4%			
ENL	19% (-6)	25%			

## MATH

Student Group	2020	# of students tested	2019 (8 <sup>th</sup> ) Students tested	2019 (7 <sup>th</sup> ) Current students	# of students tested
All Students			67.3% (+8.6)	58.7%	
Exceptional Learners			25.8% (+6.2)	19.6%	
Free/Reduced Lunch			57.4% (+19.9)	37.5%	
White			74.1% (+9.2)	64.9%	
African American			35% (+3.5)	31.5%	
Hispanic			56.4% (+11.9)	44.4%	
Multi-racial			50% (-8.1)	58.1%	
Asian			79.5% (+15.2)	64.3%	
ENL			25% (+2.8)	22.2%	

## Language Arts

Student Group	2020	# of students tested	2019 (8 <sup>th</sup> ) Students tested	2019 (7 <sup>th</sup> ) Currents students	# of students tested
All Students			57.7% (+5)	52.7%	
Exceptional Learners			22.6% (+12.8)	9.8%	
Free/Reduced Lunch			44.7% (+10.3)	34.4%	
White			62.5% (+3.4)	59.1%	
African American			33.3% (+1.8)	31.5%	
Hispanic			38.5% (+9.6)	28.9%	
Multi-racial			72.2% (+14.1)	58.1%	
Asian			66.7% (+9.6)	57.1%	
ENL			50% (+35.5)	14.5%	

## **Parental Participation in the School**

Parents have many opportunities to become actively involved with the students and staff of Fishers Junior High School. The Parent Teacher Organization meets monthly and provides support for many school activities. An extremely active organization, the club's activities include social events for students, dances, and grants for staff. The P.T.O. provides meals for the staff when the occasion permits. The club organizes a parent volunteer program to assist teachers with chaperones, tutors, and office helpers as needed. Members of the P.T.O. conduct fundraisers for the purpose of helping students who cannot afford to participate in school activities and to provide additional supplies and equipment for teachers to use in their classrooms and with their extracurricular programs. A special committee conducts activities to show parental appreciation for the teaching staff. Student conferences, athletic events, and performances are well attended by our parents and family members.

Parents participate in local decision-making by serving on a variety of committees. These include: The School Improvement Plan Committee, textbook adoption committees, the Superintendent's Advisory Council, Redistricting Committee, the Cultural Competency Committee, and Comprehension School Counseling.

Parents play a major role in the seventh-grade outdoor education trip to Camp Tecumseh in the spring. During an evening camp parent meeting, discussions occur concerning their responsibilities as adults who sleep in the cabins with the students as well as their role as helpers during the days at camp.

Back to School Night, held annually in late August, is the first major opportunity for establishing two-way communication between parents and teachers. On this evening, parents follow a shortened version of their child's schedule and receive information from teachers regarding curriculum, expectations, tests, homework, etc. The guidance department also sponsors Charger Connections, our sixth-grade orientation program for parents of incoming seventh graders in February.

The guidance department also facilitates a variety of parent-teacher conferences. Many of these involve the required case conferences of special education students, but others are conducted as individual needs arise. Many of these conferences occur during the school day. The guidance department organizes and conducts Preview Day, an orientation program for families and students, prior to the beginning of the school year to provide students the opportunity to find locker and tour the building prior to the start of the school year.

The school makes a conscientious effort to communicate general school information to parents through a variety of means. Report cards and midterms are electronically posted on Skyward for parents, with hard copies sent home to non-subscribers. Skyward technology provides parents the opportunity to view teachers' electronic gradebooks as it relates to their individual student. Student handbooks are given to students as planners. In addition, a newsletter is sent home electronically on a monthly basis. General school information is available for parents to read on the school website. All FJH staff members have established Canvas accounts where lessons and activities are posted. This is user friendly both parents and students.

All school personnel have e-mail accounts, as well as telephones with voice-mail capabilities. The school office remains open and staffed with a secretary from 7:00 a.m. until 3:30 p.m. every day so that parents can talk to a "real" person when asking questions, sending information, or expressing concerns. Special parent meetings are conducted as needed to explain and discuss curricular changes and significant school issues.

## **Character Education:**

Hamilton Southeastern Schools fosters the growth and development of character in students in order to create a positive school environment and equip our students with the skills needed to be productive citizens. In order to provide students with an emotionally safe environment, as well as a physically safe environment, HSE, in compliance with Indiana Code, incorporates “good citizenship instruction: through the use of Character Education”.

## **School Safety Measures – FJH**

### **Classroom Management Plans**

The most essential piece of ensuring a positive, safe and orderly environment is the teacher’s classroom management plan. Each teacher at FJH is required to submit a classroom management plan prior to the start of each school year. The plan outline must include: course overview, student supplies, test policy, homework policy, make-up work policy, grading policy, times when student can get extra help, attendance policy, tardy policy (in compliance with student handbook), classroom discipline (including expected behavior, classroom rules, and consequences for misbehavior).

### **Building-Wide Supervision Schedule**

Each year a building-wide supervision schedule is developed by the assistant principal that is submitted to the faculty for suggestions and improvements. Supervision of hallways, restrooms, lunchroom and locker rooms are noted on the plan for each period of the day. Before and after school supervision and procedures are also included in the plan.

### **Security Cameras**

32 security cameras monitor strategic points in hallways and building entrances. The cameras provide recordings, and the capability to be monitored and reviewed by school personnel.

### **Fire Drills & Tornado Drills**

Fire & Tornado drills are performed in accordance with state laws. The building is evacuated once each month for a fire drill at different times of the day. Each drill is timed, and specific procedures are followed. A sign in each classroom explains the evacuation route. Tornado drills are practiced twice each semester. Each classroom has directions to a tornado safe area.

### **Evacuation and Maximum Lockdown**

In coordination with corporation Safe School policies and procedures, the staff reviews our evacuation and maximum lockdown procedures each year. These two procedures are practiced with students. One procedure involves building evacuation while the other involves lock down within the building.

### **Red Folder**

Each staff member receives a red “Crisis Folder” which includes the building supervision plan, a description of our evacuation and lockdown procedures, and descriptions of different crisis scenarios. Included in the scenarios are specific procedures to be followed by each staff member according to his or her role in the building in the event of a crisis.

### **Safety Audits**

A team of central office administrators, law enforcement, and fire/emergency personnel perform safety audits at random times throughout the year. Students are usually unaware that an audit has occurred. The audit team checks the perimeter security of the building and questions staff members on their roles given a particular crisis scenario.

### **National Red Alert Procedures**

In the event of a National Emergency Alert or the elevation of the national alert system to Red Alert, procedures to be followed are included in the Red Folder. Parents are apprised of these procedures, which are also published on the school corporation website.

### **All Doors Locked During the School Day**

All doors with access to building entry remained locked during the school day, including the school main entrance. To gain access to the office during the school day patrons must ring a “doorbell” at the main entrance and state to a receptionist their reason for entry. Via camera, the receptionist can see the person requesting admission. Any suspicious circumstances are brought to the immediate attention of an administrator.

## **Guidance Services / Conflict Mediation / Support Groups**

Our guidance office offers several services to help students. One-on-one counseling, conflict resolution, and support groups are examples of guidance programs that offer students channels of communication and help.

### **Charger P.R.I.D.E. – Personal Responsibility, Respectful, Integrity, Discipline, and Engaged**

The guidance office coordinates the P.R.I.D.E. program as a way to recognize and reward positive behavior.

Teachers and staff fill out a “PRIDE slip” explaining the positive behavior exhibited by the student. The student’s name is then read on the announcements.

### **Character Education**

Students are reminded of the Charger Character skill which are, Honesty, Caring, Respect, Responsibility, Self-control, Trustworthiness, Determination, Forgiveness, and Fairness. Words of Wisdom quotes are read weekly.

### **Video School Safety Messages**

Several times throughout the year, students are reminded of safe school measures using video messages. Students are reminded that they are the eyes and ears of FJH. They are encouraged to report any wrongdoing to an adult either directly or through one of the other communication vehicles available at FJH.

### **Student Handbook – Rules and Procedures**

The student handbook includes a detailed description of expected behaviors, rules, procedures, and possible consequences. Students and parents are encouraged to study and understand the handbook to effectively communicate the behavioral expectations of the administration, teachers, and staff of FJH.

### **Assertive / Progressive Discipline System**

FJH handles disciplinary problems through an assertive disciplinary response to misbehavior. Teachers document disciplinary matters on an electronic Behavioral Conduct Report form that is emailed to the assistant principal through Skyward. These matters are investigated and completed in a timely manner and communicated to parents. Minor infractions result in minor consequences. However, consequences are assigned in a progressive manner where continued minor infractions result in more serious consequences. Major infractions result in major consequences that again increase in severity if misbehavior continues. Some examples of minor consequences include written warning, after-school detention, and class suspension. Some examples of major consequences include in-school reassignment (ISR), out of school suspension, or recommendation for expulsion. In some circumstances creative consequences are agreed upon by school officials and parents such as community service, restitution, and special work detail.

### **Positive Behavior and Intervention and Support Plan**

In the fall of 2011, FJH implemented a PBIS Plan. This plan was developed by staff members to develop a common language for our staff and students to use in setting expectations, rewards, and consequences for student behavior.

Posters adorn every classroom and hallway walls as a continuous reminder of exhibiting Charger Pride.

### **Zap Out Bullying**

Fishers Junior High School developed a Power point presentation to be viewed by all of our students throughout the year on bullying. Teachers were trained by the HBM Co-Op on what bullying is and how to respond. The purpose of the Power point is to develop a common definition of what bullying is, what it is not, how to address it, and when to report it. FJH also utilizes HSE District Bullying information to teach our students about the effects of bullying. Our goal is to empower our students and develop leaders by not being bystanders by addressing bullying head on.

### **Mentoring**

Fishers Junior High School has partnered with the Youth Mentoring Initiative to provide mentoring services to our students in need of an adult connection. The mentors and students meet once a week at the school to discuss relevant topics and issues.

### **School Tip Line**

During the 2010-11 school year, the Hamilton Southeastern School district enacted a School Tip Line in an effort to stop school violence and cyber bullying. It is an anonymous way for students and parents to report anything related to student safety. Posters are hung throughout the building, and both administrators and the Fishers Police Department receive the information and act on it accordingly.

### **ALICE**

All staff and students are trained on ALICE procedures – Alert, Lockdown, Inform, Counter, and Evacuate.

### **The Human Factor**

Our staff receives a charge each year to try to make positive human contact with every student, every day. It is the warm, friendly, and supportive approach of the faculty and staff of FJH that plays a major role in both school safety and maintaining a positive learning environment. Our staff models our character skills and displays a genuine care

for the students and families we serve. These positive relationships provide the foundation for a positive, productive, and safe school environment.



## **Technology as a Learning Tool**

Fishers Junior High believes that the key to successfully integrating technology into the curriculum is a teaching staff that is proficient in using available technology tools and applying them to develop meaningful educational outcomes. Two computer labs are maintained with 30 computers, digital projector, and 2 laser printers (1color and 1B/W) to provide for both individual and group learning activities. Beginning in 2013, all certified teachers were given iPad and Apple TV's as part of the HSE21 1:1 initiative. Teachers have been provided ongoing training in iPad usage, Apple TVs, Canvas, and Office 365.

In the fall of 2014, FJH was equipped with four iPad carts for teachers to use in preparation of the 2015 roll out of iPad at the junior high school for all students. Schools began using Microsoft Office products. As of 2015, all students in Fishers Junior High School are one-to-one with an IPAD. Most classrooms are equipped with a networked computer with CD drive, telephone access, and digital projector. All computers maintain a consistent image that provides access to Microsoft OS software and Office applications. All computers are also networked to access the Internet via a DS3. Through the Internet, all students and staff can access the Destiny Library System, Reading A-Z, Grolier Online and Gale Learning databases. Also, included on every computer image is a suite of accessibility products that enable students with visual or physical impairments to work at any station. Finally, HSE's student management system, Skyward, allows teachers to access student information to perform a variety of tasks including attendance and maintenance of student performance data via the Internet. In 2017 Canvas Management System is the repository used to post assignments.

Fishers Junior High teachers are expected to use productivity and educational tools as part of their daily activities. Professional development takes place large group training sessions, as well as on a school and district-wide basis. The Integration Specialist offers on-site professional development on specific hardware and software as new devices or initiatives are added. Furthermore, the Library Media Specialist in each building is provided training on various educational technologies and serves as a resource for other building staff for individual or group support. Opportunities to learn technology skills as part of in-service sessions take place before or after school, during preparation periods and/or during the summer. Schools are encouraged to take advantage of online trainings and in-house experts to learn and grow with regard to technology. All professional development relating to the classroom or student learning is coordinated through the curriculum department and monitored and assessed by the respective curriculum director.

As education increasingly utilizes technology, the need to monitor new trends and developments grows. Funding declines demand that all spending, including purchases for technology improvements, be carefully considered. In 2006, the Hamilton Southeastern Board of School Trustees approved a district-wide standard for classrooms, computer labs, media centers and large group instruction rooms. Due to this standard, all classrooms are equipped with the same technology to provide equity. The curriculum department also created a standard list of district-wide software. All software or hardware that falls outside of this standard must follow a hardware/software justification process. This process originates at the building level and progresses through department chairs, building administration, and technology and curriculum departments. All requests are evaluated based on need, number of students impacted, how learning will be measured, and educational goals. Software/Hardware items or infrastructure equipment that have reoccurring or additional costs are assessed each year prior to renewal. Coordination of assessment for the need for Internet, telecommunications, and other technology in the building is a collaborative process between the building staff (needs), the building principal (goals), business manager (funds), technology department (implementation and resources), and curriculum department (mission, vision, and educational standards).

Evaluating the success of technology integration is a continuous process. As technology usage increases, the demand for an efficient support system persists and is an additional element of the technology evaluation process. The Helpdesk ticketing system is monitored daily to provide assistance on an as-needed basis. This information, along with information gathered by the curriculum department through teacher surveys, student achievement and progress toward building goals is evaluated yearly by a committee of technology, building representatives and curriculum staff for improvement in processes, equipment, and professional development.

Finally, progress of the district-wide use of technology and impact on instruction is monitored bi-weekly through Curriculum and Technology meetings by key individuals in these departments. These meetings address issues as they arise to make timely corrections and plan responses to new developments and opportunities to maximize the impact on teaching and learning.

## **Professional Development**

Hamilton Southeastern Schools believe that the most effective way to improve the achievement of students is to improve the quality of teaching. Our belief is that greater teacher learning results in greater student learning. To achieve that, the corporation is structuring a professional development program that is a critical contributor to school performance and thus, inextricably links and aligns the two. The professional development program is results-driven, research based, and standards based. Using the corporate educational goals, our program will focus on increased teacher accountability for linking classroom activities to student results.

The professional development program will be implemented based on the following framework:

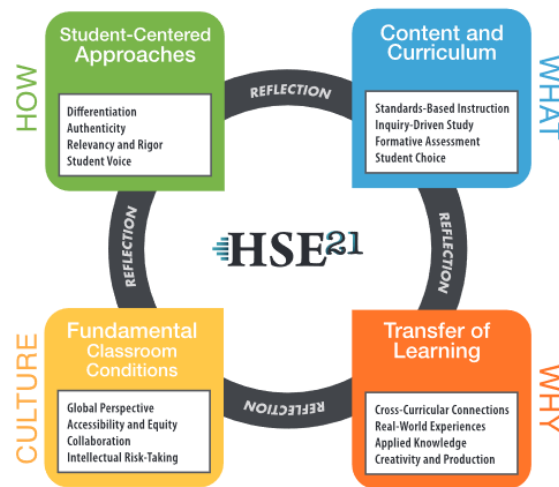
- Individual development and organizational development
- A coherent strategic plan for the school corporation and each school
- Focus on the student needs and learning outcomes
- Standards-based
- Multiple forms of job embedded learning
- Collaborative, regularly scheduled, and ongoing
- Teacher study of the teaching and learning process
- A combination of generic and content-specific skills
- Consultants as facilitators and collaborators
- Experts inside the school and/or corporation
- Multiple opportunities for teachers and administrators to be a community of learners
- Continuous improvement model based on student learning impact

At Fishers Junior High, the professional development plan continues to focus on systematic development and refinement of teacher expertise in the areas of:

- Technology-integration of technology standards
- Classroom Management/positive school climate (PBIS)
- Differentiated Instruction/Understanding of Multiple Intelligences
- Reading Comprehension/Literacy
- Collaborative staff learning (Professional Learning Communities)
- Cultural Competency/Sensitivity to diversity
- Safe Schools/Bullying
- Response to Instruction/Advanced Placement Instructional Strategies
- Special Education – (Compliance Training, Autism, Indiana IEP, & CPI)
- Inquiry-based Learning
- Understanding by Design
- HSE21 1:1 iPad Technology/Training for staff members
- CANVAS Training

# Fishers Junior High School Professional Development 2020

Hamilton Southeastern Schools  
Best Practices for Teaching and Learning



## Fishers Junior High School Professional Development Schedule 2020

- A.L.I.C.E. Training
- Zoom Training
- App Training – Loom, Nearpod, Peardeck
- IPAD training
- Diversity, Equity & Inclusion Training – Dr. Erica Buchanan-Rivera
- Canvas Refresher Training
- *Biased – Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do* by Dr. Jennifer L. Eberhardt - All staff book study

## **SCHOOL CLIMATE & Culture**

The staff of FJH has always prioritized maintenance of a positive school climate. A secure and comfortable environment is prerequisite to optimal student learning. Given the certainty of sustained explosive growth in enrollment, and the trend toward more cultural and socioeconomic diversity associated with this growth, adopted character skills must be embedded in all curricular areas, and practiced among all students and staff. Thoughtful strategizing in character trait demonstration, instruction and celebration must be continued. We invite guest speakers to educate our students on good character, leadership, and bullying. We incorporate conflict resolution videos on bullying, conflict, peer pressure, and harassment, and our student body began developing PSA's on bullying, following school rules, and the Charger Character Traits on CTV, our student-created news program. We continue to improve and expound on the Positive Behavior and Intervention Support Program.

## **Clubs and Activities at FJH**

We believe engaged students are successful students. Staff members provide a plethora of activities for our students to participate in, which also aids in creating a positive school climate. Below is a list of clubs, sports and activities . . .

Academic Team, Art Show, Open Studio Art Club and Set Design, Athletic Fitness Council, Best Buddies, Camp Tecumseh, Campus Life, Card-making and Scrapbooking Club, Charger Challenge, Charger TV, Cross Country, Energy Action Patrol Club, Fall Play (alternates annually with Spring Musical), FJH Dance Team, FJH Recycling Program, FJH Shirts!, FJH Talent Show, Follow the North Star, Gaming Club, GEMS, International Fair, Jazz Band, Master Gardener's Club, Kaleidoscope Club, Making a Difference Club, MathCounts, National Junior Honor Society, Open Art Studio Tuesdays, Pep Band, Quebec Trip, Rook 'n Roll Chess Club, Running Club, Science Fair, Speech Team, Strolling Strings, Student Council, Washington D.C. (8<sup>th</sup> grade trip), Workout Warriors, Geography Bee, Yoga, Cheerleading, Volleyball, Football, Wrestling, Basketball, Tennis, Golf, Winter Conditioning, and Track and Field, Stigma Free Club, GSA (Gay, Straight, Alliance Club), Writing Club, Peer Tutors, **Spirit Club, Robotics Club, S.A.F.E. Club.**

**Goal #1a:****Academic – English/Language Arts based upon 2018 Data**

Problem Statement with Baseline Data: White students are outperforming their peers at **59%** proficiency on ILEARN.

The Language Arts achievement gap for Black and Hispanic students will be narrowed by 15% as measured by the ILEARN test over the next three years. Currently, student performance is **32%** for Black students and **29%** for Hispanic students.

**Expected SMART Outcome 1:**

The Language Arts 7<sup>th</sup> to 8<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup> grade cohort scores will decrease by 15% over three years for Black and Hispanic students as measured by the 2022 ILEARN without compromising the achievement gains of the highest performing group.

Year 1 Expected Outcome for African American and Hispanic students will increase by 5%

Year 2 Expected Outcome for African American and Hispanic students will increase by 5% (10%)

Year 3 Expected Outcome for African American and Hispanic students will increase by 5% (15%)

**Goal #1b:****Academic – Math based upon 2018 Data**

Problem Statement with Baseline Data: White students are outperforming their peers at **65%** proficiency on ILEARN.

The Math achievement gap for the 7<sup>th</sup> to 8<sup>th</sup> grade cohort for Black and Hispanic students will be narrowed as measured by the ILEARN test. Currently, the achievement gap is **32%** for Black students and **44%** for Hispanic students as compared to their White peers.

**Expected SMART Outcome 1:**

The Math 7<sup>th</sup> to 8<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup> grade cohort scores will decrease by 15% over three years for Black and Hispanic students as measured by the 2022 ILEARN without compromising the achievement gains of the highest performing group.

Year 1 Expected Outcome for African American and Hispanic students will increase by 5%

Year 2 Expected Outcome for African American and Hispanic students will increase by 5% (10%)

Year 3 Expected Outcome for African American and Hispanic students will increase by 5% (15%)

## Goal 1a: Strategies for Language Arts

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person Responsible
<b>School will partner with IDOE for best instructional practice for professional development and implement strategies learned in all classroom.</b> Students will experience a variety of instructional strategies utilized in the classroom to meet the needs of various learners based upon the HSE21 instructional model.	IDOE professional trainers, LGI, computer, monthly professional development meetings	ILEARN & NWEA data	PLC meetings  Quarterly common assessments  Teacher Goals	2020 school year	Principal  Department Chairs
<b>Language arts teachers will identify and remediate students who failed ILEARN and NWEA during 7<sup>th</sup> period and BEST as an extended learning opportunity for Rtl.</b> Students identified as being below grade level will receive additional support from language arts staff.	Access to NWEA & ILEARN data  Class schedules, Mobymax remediation program	ILEARN & NWEA data	MobyMax progress monitoring, NWEA winter and fall benchmarks, PLC meetings around instructional practices,  Rtl Committee	2020 school year	Principal, counselor, Rtl coordinator, Language Arts teachers
<b>Special Education teachers will use a new computer program to help teach reading comprehension.</b> Special education students continue to perform well below their peers on standardized tests and need additional support.	Access to Max Scholar created by Orton-Gillingham,  IPAD	ILEARN & NWEA data  Student goals from IEPs  Present levels of performance	Max Scholar progress monitoring,  PLC meetings  IEP conferences/Goal conferences	2020 school year	Principal, Special Education Department
<b>All teachers will incorporate Non-fiction reading and more writing in their curriculum in all disciplines.</b> Students will improve their reading stamina.	Non-fiction books,  IPAD, Newsela website, Actively Learn website, Lucy Calkins, resources for Writers Workshop	ILEARN & NWEA data  Common assessments  Semester Exams	Weekly lessons  PLC meetings  Formative Assessments	2020 school year	Principal, Department chairs, media specialist, all teachers
<b>All departments will incorporate more comprehensive vocabulary.</b> An overall area of weakness for FJH students has been vocabulary	Textbooks  IPAD  PLC time  Vocabulary.com access	ILEARN, NWEA  Formative Assessments	Weekly lessons,  PLC meetings Formative Assessments Common Assessment Semester Exams	2020 school year	Department Chairs, Teachers

## Goal 1b: Strategies for Math

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person Responsible
<b>FJH will partner with IDOE for Best Practice professional development and implement strategies in all classrooms.</b> Students will have a variety of instructional strategies utilized in the classroom to meet the needs of various learners.	IDOE professional trainers, LGI, computer, monthly professional development meetings, Robin Conti – Mathapalooza – presentation on Math Stamina and Inquiry (all staff)	ILEARN & NWEA data	PLC meetings, formative assessments  Quarterly common assessments  Teacher Goals	2020 school year	Principal  Department Chairs
<b>Math teachers will identify and remediate students who failed ILEARN and NWEA during extended Block classes and BEST period.</b> Students identified as being below grade level will receive additional support from math staff.	Access to NWEA & ILEARN data,  Class schedules, and extended time	ILEARN & NWEA data	MobyMax progress monitoring  PLC meetings  Rtl Committee	2020 school year	Principal, counselor, Math teachers
<b>Math teachers will utilize a blended approach to learning in all math classes.</b> Students will learn a blended, integrated approach to math with technology instruction with an emphasis on application.	Technology - Khan Academy, Matheliscious, Desmos, Big Ideas online textbook, CANVAS	ILEARN & NWEA data	Daily bell-ringers, formative assessments, common assessments, student real-world connections via application	2020 school year	Math department
<b>Special Education teachers will co-teach with a highly qualified math teacher for math remediation.</b>	Additional staff	ILEARN & NWEA data	Formative assessments, Goal levels, classroom grades	2020 school year	Special Education and Math teacher
<b>All teachers will begin using multi-stepped questions on tests and quizzes.</b>	Professional development on creating multi-stepped questions for tests and quizzes	ILEARN & NWEA data	Formative assessments, common assessments  Teacher Goals for Evaluation	2020 school year	Principal, teachers

**Goal #2****Social Emotional Learning Goal**

Problem Statement with Baseline Data: Based upon the Panorama survey data, only **41%** of FJH students feel a sense of belonging.

Expected SMART Outcome 1: The Sense of Belonging for FJH students will increase by 10%.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person Responsible
<b>Students will learn about Socio-Emotional Health and regulations of their emotions.</b>	Professional development and training for Second Step curriculum and MindUp! curriculum.	Panorama Survey Data	Panorama Survey data  Mid-year check on students working on secondstep.org curriculum, review of secondstep.org data with staff	2020 school year	Principal, guidance director, pilot teachers for SEL curriculum, all staff
<b>Students will feel a sense of belonging. Teachers will develop nurturing/supportive relationships with students.</b>	Professional development on Community Circles, creating Identity Safe classrooms, Principal Council, Team Competitions, New Clubs, Monthly PTO student activities, BEST period becoming an Advisor/Advisee period, time for students vs. staff activities, Cultural Fairs, Activities, & Events	Panorama Survey Data, Cultural Competency Inclusivity Rubric	Panorama Survey data  Anecdotal observations of staff and students throughout the school year, student participants of school activities, track 2 -10 students, Number of staff attending Equity training sessions	2020 school year	Principal, Chief Equity Officer, pilot teachers for Community Circles,  Equity Committee, PTO, Club Sponsors  All staff



**Goal # 3****School Climate/Safety Goal**

Problem Statement with Baseline Data: School Climate survey was at **63%** based upon the Panorama data.

Expected SMART Outcome 1: The School Climate and Culture survey results will improve by 5%.

Strategy	Resources Needed	Baseline Data	Progress Monitoring	Timeline	Person Responsible
<b>Staff will learn ways to care for their own emotional and mental health.</b>	Support from Community Health Network (Quarterly Lunch & Learns), Collaboration time, Professional development on emotional regulation strategies, Staff celebrations	Panorama Survey	Anecdotal observations Teacher attendance	2020 School Year	Principals, Assistant Principal & Admin, Alicia Robbins
<b>School will utilize community-based resources to support students and staff.</b>	Listing of opportunities in Fishers for support. (Fishers Youth Assistance, Youth Mentoring Initiative, Fishers Snack Attack, Community Health Network, Curio-City	Panorama Survey, Guidance Office reports	Number of students, staff, families referred to community-based programs, Number of partnerships we develop over the year. Day of Service locations and partnerships.	2020 School Year	Principals, Counselors, Teachers
<b>Staff will create a safe and inclusive environment for all students utilizing culturally competent pedagogy.</b>	Guest Speakers, professional development, trauma-informed care information, Equity training, PBIS committee, Support from the PTO, Student Activities. ENL support, book study on "Don't Look Too Closely" by Belinda Adams	Panorama Survey/ Climate Survey	Number of referrals, attendance, number of students involved in extracurricular activities, number of staff members attending equity training, Parent Conferences	2020 School Year	Principal, Teachers Administrators Counselors Guest Speakers
<b>Staff will regularly review School Safety Plan and Measures</b>	HSE Safe Schools Modules, ALICE training, Professional Development	Panorama Survey. HSE Report It!, previous discipline data	School drills, discipline data, HSE Report IT! # of student behavioral referrals	2020 School Year	Principal, Assistant Principal, Roam Officer, Staff, Students